

## WILDER ELEMENTARY

975 S. Main  
Sumter, SC 29150

**GRADES** K-5 Elementary School

**ENROLLMENT** 549 Students

**PRINCIPAL** Mrs. Maria Newton-Ta'Bon 803-773-5723

**SUPERINTENDENT** Zona W. Jefferson, PhD 803-469-8536

**BOARD CHAIR** Mr. Bobby L. Matthews 803-773-6080

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	66	16	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

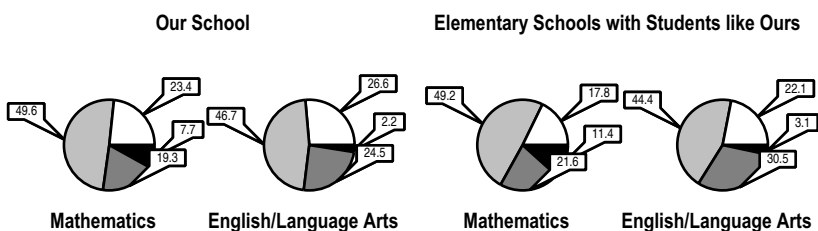
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	37	100	49
Percent satisfied with learning environment	100.0%	81.0%	87.2%
Percent satisfied with social and physical environment	100.0%	79.6%	72.9%
Percent satisfied with home-school relations	81.1%	78.6%	83.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	300	98.7	26.6	46.7	24.5	2.2	26.6	17.6
Gender								
Male	156	98.1	34.8	44.2	18.8	2.2	21.0	17.6
Female	144	99.3	18.4	49.3	30.1	2.2	32.4	17.6
Racial/Ethnic Group								
White	114	98.2	12.6	43.7	41.7	1.9	43.7	17.6
African-American	180	98.9	34.5	49.7	14.5	1.2	15.8	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	249	100.0	24.1	44.8	28.4	2.6	31.0	17.6
Disabled	51	92.2	40.5	57.1	2.4	N/A	2.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	300	98.7	26.6	46.7	24.5	2.2	26.6	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	299	98.7	26.0	46.4	25.3	2.3	27.5	17.6
Socio-Economic Status								
Subsidized meals	156	98.7	34.3	50.7	14.3	0.7	15.0	17.6
Full-pay meals	144	98.6	18.7	42.5	35.1	3.7	38.8	17.6

Mathematics								
All students	300	98.7	23.4	49.6	19.3	7.7	27.0	15.5
Gender								
Male	156	98.1	25.4	49.3	17.4	8.0	25.4	15.5
Female	144	99.3	21.3	50.0	21.3	7.4	28.7	15.5
Racial/Ethnic Group								
White	114	99.1	9.7	43.7	32.0	14.6	46.6	15.5
African-American	180	98.3	31.5	54.5	10.9	3.0	13.9	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	249	100.0	18.5	52.2	21.1	8.2	29.3	15.5
Disabled	51	92.2	50.0	35.7	9.5	4.8	14.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	300	98.7	23.4	49.6	19.3	7.7	27.0	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	299	98.7	21.9	50.2	20.0	7.9	27.9	15.5
Socio-Economic Status								
Subsidized meals	156	98.7	31.4	51.4	12.9	4.3	17.1	15.5
Full-pay meals	144	98.6	14.9	47.8	26.1	11.2	37.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	89	N/A	17.0	44.3	34.1	4.5	38.6
	Grade 4	98	N/A	20.0	45.3	34.7	N/A	34.7
	Grade 5	93	N/A	28.0	52.4	19.5	N/A	19.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	84	100.0	16.7	38.5	39.7	5.1	44.9
	Grade 4	103	100.0	26.0	45.8	27.1	1.0	28.1
	Grade 5	113	96.5	35.0	54.0	10.0	1.0	11.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	89	N/A	19.3	54.5	19.3	6.8	26.1
	Grade 4	98	N/A	24.2	40.0	16.8	18.9	35.8
	Grade 5	93	N/A	39.5	44.4	8.6	7.4	16.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	84	100.0	20.5	42.3	23.1	14.1	37.2
	Grade 4	103	100.0	14.6	54.2	22.9	8.3	31.3
	Grade 5	113	96.5	34.0	51.0	13.0	2.0	15.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 549)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.1%	Up from 6.0%	2.8%	2.4%
Attendance rate	96.9%	Down from 97.4%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.4%	Up from 14.1%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.3%	Down from 10.4%	8.6%	8.0%
Older than usual for grade	4.0%	Up from 2.8%	0.9%	1.1%
Suspended or expelled	0.4%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	58.5%	Up from 58.3%	49.6%	50.0%
Continuing contract teachers	92.7%	Up from 83.3%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.0%	Down from 91.3%	88.0%	86.2%
Teacher attendance rate	95.7%	Up from 95.6%	95.4%	95.3%
Average teacher salary	\$39,227	Up 5.2%	\$40,153	\$39,909
Prof. development days/teacher	18.1 days	Up from 8.4 days	11.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	19.3 to 1	Up from 14.5 to 1	19.2 to 1	18.9 to 1
Prime instructional time	87.2%	Down from 92.2%	90.0%	89.7%
Dollars spent per pupil*	\$6,494	Up 9.3%	\$5,754	\$5,892
Percent spent on teacher salaries*	70.1%	Up from 68.4%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.1%	Down from 97.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2002-03 school year, the school's academic focus was on writing. Not just any writing but writing with a purpose. Throughout the year the teachers afforded the students the opportunity to practice writing in several genres. In order for this to occur, the students spent a lot of time reading materials from many different authors to assist them in developing their style. Throughout the year, the staff and parents of the students were also asked to participate in writing assignments. The results were informative and at times entertaining. The students sure enjoyed watching their parents have "homework."

This year saw the end of the three-year adventure that seven of our staff members had been through: the South Carolina Reading Initiative. This initiative was developed to give teachers a long-term opportunity for professional growth and development. Over the course of the past three years, teachers had the chance to meet with their peers on a bi-weekly basis and discuss "Best Practices" in reading and writing instruction. It also allowed the teachers to see just how closely the two disciplines were related and plan their instruction accordingly. The ultimate goal was to equip teachers with better instructional strategies to improve student academic performance in reading and writing.

Parent and community support of our school was tremendous once again this past year. Our PTO did another great job planning activities for the students and staff of Wilder. Our parents continued to support the school by actively participating in fundraisers, attending PTO meetings, parent workshops, chaperoning field trips and serving as test monitors. Our business partners generously provided materials and finances that allowed the school to supply the students with supplemental resources above those provided through regular funding efforts.

Once again this year, our students had 14 different extracurricular activities that were available to them during the school year. Our Juggling Club members started the year off by performing for the entire district at the in-service gathering in August. They continued to perform throughout the year at local businesses, other schools and in the Christmas Parade. Our 100+ member Chorus performed at the annual Christmas Tree Lighting ceremony just before the holidays as well as putting on a holiday performance in the Sumter Mall. The Choir Chimes performed for local churches and toured the school's business partners before the Christmas holiday as well. Our students are wonderful ambassadors of the positive things taking place at Wilder and always project a positive image in the community.

On behalf of the staff at Wilder Elementary, I am pleased to announce Ms. Honey Truesdale as our 2003-04 Teacher of the Year. Ms. Truesdale is a first grade teacher and is an example of excellence in teaching. We are proud to have her representing our school.

Submitted by Neil R. Baldwin, Principal 2002-2003

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.